STUDENTS’ SMARTPHONE HABITS IN A PROJECT-BASED ONLINE SPEAKING CLASS

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Abstract: This study aims to analyze the students’ smartphones usage in a project-based learning speaking online class. It has become essential to inquire into how smartphones are affecting academic activities given their increasing use and integration into daily life. This descriptive qualitative research was conducted to a class engaged in an English-speaking project at one of the private universities in Yogyakarta with semi-structured interview and document analysis technique. The findings highlight that smartphones were utilized by the students for accessing language learning resources, accessing online dictionary, participating in classroom activities, facilitating students’ communication and interaction, and content creation. However, certain disadvantage was also found, namely the possibility of becoming dependent on the smartphone. The study's conclusions highlight the significance of supporting appropriate and intentional integration of smartphones into educational settings to maximize the positive effects while minimizing any potential negative effects.

Keywords: smartphone, speaking, project-based learning, online

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INTRODUCTION

In recent times, there has been a growing trend towards the incorporation of smartphones into educational environments. These technologies have made it possible to access information, communication tools, and educational materials. Smartphones, in contrast to laptops or desktop computers, are lightweight enough to be carried around without seeming like a burden. Traditional computers frequently cannot guarantee this because of their limited battery lives, but most phones now have long-lasting batteries, so students will not have to worry about running out of charge while using the apps during class. Finally, we must think about how reasonable the price is. Most of the available educational applications only demand a one-time download fee, making them considerably more cost-effective than buying new books every semester or yearly cycle. Moreover, based on (Gamage & Perera, 2021), smartphones offer an affordable and convenient way for educators in rural areas of developing countries to access online education. In short, smartphones are widely accepted as a daily companion and communication device, providing applications like computers. They function as mini-computers, allowing users to make calls, text, email, read e-books, and listen to music, making them a convenient and
portable tool (Bllaca, 2016; Kacetl & Klímová, 2019). There are a variety of benefits to adopting mobile applications for educational purposes, especially when compared to other methods. The utilization of this technology in educational settings has gained significant traction among teachers and educators due to its capacity to provide students with boundless prospects for pursuing academic excellence (Hadijah, 2020). Moreover, the study conducted by (Rohmah & Aditya, 2020) reveals that instructors predominantly utilize smartphones for instructional purposes, the enhancement of subject comprehension, and communication.

Numerous researches have investigated how smartphone use affects education, especially language learning. Smartphones give language learners mobile access to interactive learning environments, online dictionaries, and language-learning apps (Hossain, 2018; Wrigglesworth & Harvor, 2018; Yaman et al., 2015). Additionally, smartphones let students communicate and work together, fostering the sharing of ideas, criticism, and peer support (Zhampeissova et al., 2020). One of the main benefits of smartphones is that users may access to the Internet whenever and wherever they want, which opens up the potential of working outside of offices, learning outside of institutions, and collaborating on projects, assignments, and seminar papers at students' homes (Metruk, 2020). Some studies have emphasized the advantages of smartphone integration, emphasizing improved motivation, engagement, and accessibility to resources for language learning (Annamalai et al., 2022; Machmud & Malik, 2020).

Although smartphones offer numerous advantages, it is imperative to thoroughly contemplate potential hazards and their potential impact on language acquisition. The utilization of cellphones inside educational environments for English as a foreign language (EFL) does not unequivocally ensure exclusively positive impacts on academic performance. A number of studies have shown that there are some restrictions that apply to the usage of smartphones in higher education settings. Among these are the danger of being reliant on software or apps which could impede the acquisition of language skills and analytical abilities and posing a risk of cheating, which can undermine the integrity of the learning process (Kannan & Meenakshi, 2023). Concern has also been raised about distraction brought on by unrelated smartphone use during class or homework (AlDakhil & AlFadda, 2021).

Within the realm of modern education, mobile technology, specifically smartphones, assumes a progressively crucial function in the domain of project-based learning (PJBL), particularly in the context of online speaking lessons. PJBL is an educational methodology that prioritizes student-centered learning, collaboration, and the tangible implementation of information and skills. PJBL, a multidimensional process comprising various stages, has been prominently advocated by educational experts such as (Mergendoller et al., 2006) and (Bell, 2010). They proposed several distinct stages of PJBL, namely project preparation, project launching, guided inquiry, and final product presentation. Each stage requires students to engage with cellphones in a new manner. Nevertheless, despite the extensive documentation of the incorporation of smartphones in educational settings, there is a discernible deficiency in study pertaining to the comprehension of students' utilization of smartphones in the particular context of online PJBL speaking classes. The purpose of this study is to investigate the following research questions in order to fill the knowledge gap described above: “How do students utilize smartphones for language learning purposes in a project-based learning online speaking class?” and “What are the drawback of smartphone usage purposes in a project-based learning online speaking class?

This study intends to shed light on the students' smartphone usage within the unique context of project-based learning in online speaking classes by responding to these research
questions. The urgency of the research lies in addressing a contemporary and crucial educational challenge. The significance of comprehending the influence of technology, particularly smartphones, in the realm of PjBL in online speaking classes is imperative as its prevalence among students continues to grow. The findings from the study aim to provide actionable insights for decision-makers in the educational field. In the context of a dynamic educational environment, it is crucial to possess evidence-based guidelines for effectively managing smartphone use within PjBL settings.

RESEARCH METHOD
This study employed a descriptive qualitative research approach to look at how students use their smartphones in an online speaking project-based learning course. The objective of this approach is to gain an understanding of the subjective domain of human experience (Stickler & Hampel, 2015) and perceive real-life situations in their true form (Fraenkel et al., 2012), to enhance researchers' comprehension of social phenomena as encountered by individuals participating in the study (Ary et al., 2010). Furthermore, it is worth noting that a qualitative study endeavors to capture a distinct experience, hence facilitating a more comprehensive depiction and a more profound understanding of that event (Stickler & Hampel, 2015).

Context of the Study
This research focused on students enrolled in an English-speaking online project-based program during their first year at a private institution in Yogyakarta. This course is created with the primary goal of improving students' speaking skills in everyday communication situations. Students are encouraged to utilize their vocabulary, grammar, and pronunciation abilities, as well as enhance their language functions, to reach this goal. This project entails generating vlog-style videos in which students work in groups to interview foreigners. This environment was chosen because it allows us to investigate the practical application of smartphone technology for interviewing purposes within an educational setting, with an emphasis on the development of students' language and intercultural communication competence.

Participants:
Participants in this study were 6 students from 2 English classes at a Yogyakarta-based private institution who are enrolled in an online English-language project speaking class. Based on its applicability to the research topic and accessibility for data collection, these participants were chosen. The participants, who are college students who deliberately opted to participate in project-based learning speaking class and used smartphone for educational reasons.

Data Collection:
Semi-structured interview and document analysis were utilized in the data collection procedure. The semi-structured interview was conducted to collect participants' opinions, experiences, and attitudes around their smartphone usage based on project-based learning stages according to (Bell, 2010). The interview asked about particular smartphone usages, favorite smartphone resources or applications, perceived advantages and disadvantages, and general satisfaction with smartphone integration.
Table 1. Interview Question Blueprint

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Particular Smartphone usage</td>
<td>Could you explain how you use your smartphone in your everyday life for the online speaking project-based course? How do you communicate with others with class projects using your smartphone—for example, through group chats, calls, or messages? What advantages or disadvantages have smartphone communications had for your teamwork?</td>
</tr>
<tr>
<td>Favorite Smartphone Resources or Applications</td>
<td>Which mobile apps or websites do you prefer for the online speaking class assignments? How might these apps improve your project work or educational experience? Do you have any favorite mobile productivity apps or tools that you use to keep track of tasks linked to projects? In what ways have these tools improved your productivity in the classroom?</td>
</tr>
<tr>
<td>Perceived Advantages and Disadvantages</td>
<td>What are the primary benefits of incorporating smartphone into the online project-based speaking course, in your opinion? How has smartphone usage positively impacted your overall learning experience? Does utilizing a smartphone for class activities have any drawbacks or difficulties? Have you encountered any limitations or drawbacks that affect your project work?</td>
</tr>
<tr>
<td>General Satisfaction with Smartphone Integration</td>
<td>How happy are you with the way smartphones have been included into the online speaking class tasks, on a scale of 1 to 10? What factors influence your level of satisfaction or discontent? Regarding smartphone integration in the classroom, what would be the one thing you could change or enhance? Would you like your experience to be enhanced by any extra features or functionalities?</td>
</tr>
</tbody>
</table>

Besides utilizing semi-structured interview, document analysis was a crucial element of the data collection process implemented in this study in form of students’ project video. According to (Altheide & Schneider, 2013), a document is any symbolic representation that can be recorded or retrieved and is capable of undergoing analysis. The type of document used was taken from several students' final project video uploaded in Youtube. The objective of the document analysis was to acquire a more profound understanding of the practical application of smartphone use among students. This analysis primarily focused on the assessment of students' video projects, which entailed conducting interviews with individuals from different cultural backgrounds utilizing smartphones. The purpose of this analysis was to assess the extent to which students demonstrated adeptness and wisdom in leveraging smartphones to conduct interviews as the main activity of their speaking project effectively and professionally.

Data Analysis
The major method for assessing the gathered data was thematic analysis. The data underwent analyzed through a six-stage process of thematic analysis, which included familiarizing oneself with the data, generating initial codes, looking for themes, reviewing...
themes, defining and labeling themes, and producing the reports (Braun & Clarke, 2006). The use of thematic analysis ensured a methodical and thorough analysis of the data collected, facilitating the identification of key themes and patterns that would inform the study's conclusions and add to the body of knowledge on smartphone integration in project-based learning environments.

Validity
To ensure the study's validity, a strategy was implemented. "Checking for any possible misinformation that stems from distortions introduced by a researcher and an informant" is advocated by (Creswell, 2007:207). In this case, the researchers provided the respondents with access to the interview transcript so that they could read it and add any relevant details. This was done to verify that the transcription accurately conveyed what they wanted to say.

FINDINGS
Findings from semi-structured interview
The semi-structured interview was analyzed using a thematic analysis approach as suggested by (Braun & Clarke, 2006). The objective of this thematic analysis was to examine the interview replies of the participants to identify frequent themes or patterns. The purpose was to draw a conclusion that could be applied more broadly. The subsequent sections present the themes extracted from the interview data, which were classified as follows: Accessing learning resources, accessing online dictionary, participating in classroom activity, communication, and interaction, taking videos and pictures.

<table>
<thead>
<tr>
<th>Selected Data</th>
<th>Codes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Smartphone apps</td>
<td>Accessing language learning resources</td>
</tr>
<tr>
<td>Student 2</td>
<td>Webpages access</td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td>Grammar explanation</td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td>Vocabulary list</td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>Dictionary app</td>
<td>Accessing online dictionary</td>
</tr>
<tr>
<td>Student 3</td>
<td>Real-time pronunciation aid</td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td>Audio pronunciation</td>
<td></td>
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<tr>
<td>Student 6</td>
<td>Instant auditory feedback</td>
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<tr>
<td>Student 1</td>
<td>Synchronous and asynchronous activities</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Student 2</td>
<td>Smartphone utilization</td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td>Application and website use</td>
<td></td>
</tr>
<tr>
<td>Student 1</td>
<td>Messaging apps</td>
<td>Communication and interaction</td>
</tr>
<tr>
<td>Student 2</td>
<td>Group chat platforms</td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td>Collaboration and idea exchange</td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td>Digital environment</td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td>Smartphone camera technology</td>
<td></td>
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<tr>
<td>Student 3</td>
<td>Visual content creation</td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td>Democratization of project creation</td>
<td></td>
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<tr>
<td>Student 5</td>
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<td></td>
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</tbody>
</table>

Table 2. Generated Themes
**Accessing language learning resources**

One of the most important things that emerged from the research that was carried out was the discovery that smartphones play a significant role in making it easier for students to gain access to a wide variety of materials for language study. Access to the internet has fundamentally altered the traditional format of education, resulting in a more engaging and exciting learning environment for students. As a participant revealed:

Student 1: "I could readily access language study applications and webpages using my smartphone. "I found grammar explanations, vocabulary lists, and language exchange platforms."

Student 2: "Smartphones allowed me to watch language learning videos, listen to podcasts, and read articles in English. It made learning more accessible outside of class hours."

Student 4: "Our teacher advised language study YouTube channels, and I could readily access them on my smartphone. Visual and audio aids simplified complicated concepts."

Student 5: "My smartphone let me access several language study websites and forums. I could examine diverse views and cultural components of the language we were studying."

**Accessing online dictionary**

In our research, an additional noteworthy aspect that emerged was the significant effectiveness of smartphone-based online dictionaries in enhancing language acquisition. One notable benefit of utilizing smartphones for language acquisition is the immediate accessibility to online dictionaries. In addition to providing definitions, students emphasized the crucial aspect of real-time pronunciation aid provided by smartphone dictionaries. The activation of audio pronunciations by a single tap or swipe enables learners to perceive and internalize the accurate intonation, stress, and rhythm of words. The provision of instant auditory feedback plays a significant role in enhancing learners' spoken language proficiency by facilitating the refinement of their linguistic skills. This feedback not only aids in the comprehension of word meanings but also promotes proper articulation. The excerpts showed that:

Student 2: "It was very helpful to have a dictionary app on my phone. When I was interviewing people or editing videos and came across things I didn't know, I could quickly look them up and understand them better."

Student 3: "I found it easy to use the built-in dictionary on my phone when I was reading about our project. Using a real book would have taken more time and work."

Student 4: "When I was editing our video, I used the online dictionary on my phone to check the spelling and meaning of words fast. It saved time and made sure things were right."

Student 6: "I had trouble pronouncing several terms, but online dictionaries on my smartphone provided pronunciation aids. I learned to speak more clearly after being exposed to the proper pronunciation."

**Classroom activity**

Smartphone is utilized by the students to join and participate in classroom activities both in synchronous and asynchronous meeting since the teacher mostly used application or website that students could access easily through their smartphone. (Prayudha, 2023) stated that teachers have utilised various applications and learning platforms to enhance students' proficiency in the English language. These tools encompass not only conventional learning applications and platforms, but also gamification applications, which serve to bolster students' motivation and engagement in the process of comprehending English. One aspect of smartphone integration is its capacity to infuse a feeling of enthusiasm and involvement into educational activities inside the classroom setting in classroom activities. This was mentioned by:

Student 1: "Smartphones made language games and quizzes in class more fun and engaging. It was fun, and we could take part on our own or as a group, which made learning fun."
Student 2: "During class tasks, we used apps on our phones to work on our speech and speaking skills. It helped us feel better about ourselves and fix our mistakes right away."

Student 5: "It was easy to use my phone for Kahoot because I didn’t have to switch between tabs on my PC. It helped me pay more attention to the game."

**Communication and interaction**

Smartphones have become powerful facilitators of immediate communication. Messaging applications and group chat platforms have revolutionized the manner in which students engage in collaborative efforts, exchange ideas, and tackle language-related obstacles. Irrespective of spatial separation, individuals engaged in learning can easily share knowledge, materials, and constructive criticism, thereby establishing a digital environment conducive to ongoing interaction.

Student 1: "Messaging apps on our phones made it easy for our groups to talk and make plans. We could talk about ideas, split up jobs, and solve problems quickly."

Student 2: "During the project, we set up a group chat so we could share ideas and tools with each other. It helped us work together, and we were able to help each other well."

Student 3: "Our group talked to each other through a WhatsApp group chat. It was easy to talk about ideas for projects, share tools, and set up virtual meetings."

Student 4: "We used video chat apps like Zoom and Google Meet to plan and talk in groups. It gave us a chance to see each other in person and work together."

Student 6: "We used voice messaging on our phones to talk about ideas and come up with ideas for projects. It helped us say what we were thinking more clearly."

**Content creation**

The progressions in smartphone camera technology have facilitated the democratization of visual content creation for the students’ project.

Student 3: "Recording the interviews with our smartphones made the entire process much simpler and more convenient. It was simple to operate, and we had no trouble capturing impromptu moments as they occurred."

Student 4: "Since the cameras on our smartphones were of such high quality, we were able to take photographs for our video presentation that appeared to have been taken by professionals. Our project gained in aesthetic value as a result."

Student 5: "Because the camera on my phone is so good, we were able to get clear, professional-looking interview video. It helped make our movie project look good."

**Findings from the Document Analysis**

This section highlights the findings of the document analysis. To acquire a better understanding of the practical application of smartphone use among students, document analysis in the form of student project videos was used. The videos were taken students’ final project video uploaded in Youtube (https://www.youtube.com/watch?v=qXvUAgpfhKw)

The investigation focused specifically on measuring students' competence and behavior in using smartphones to conduct interviews as a main activity within their speaking projects. Based on the video analysis, the researchers indicated one theme namely smartphone dependency.

To acquire a deeper understanding of how students used their smartphones during interviews, we analyzed several screen grabs from their video recordings. These screenshots demonstrated how students incorporated smartphones into their interviewing process. Multiple times, we observed students conducting interviews while holding their smartphones, whose screens displayed their prepared queries. This figure illustrated the extent to which students relied on their devices as a resource during the interviews.
DISCUSSION

The first use of smartphone by students in this setting is to access language learning resources: Smartphones have undergone a transformation and now serve as valuable educational tools, offering a wide range of language learning applications readily accessible to students. By just tapping on their device, the students have the ability to engage in interactive educational sessions, grammatical tutorials, vocabulary exercises, and gain cultural knowledge. The ability to access language learning materials outside of the traditional classroom setting allows learners to participate with language learning at their own convenience, regardless of time or location. It is in line with (Yaman et al., 2015) who stated that Smartphones have the potential to become important devices in language classrooms, allowing independent access to personalized learning materials. Moreover, (Anshari et al., 2017) stated that students utilize their smartphones as a means to access educational resources and supplementary information, so rendering them a vital instrument for the process of learning. The convenience and portability of smartphones, along with the availability of digital materials, have led to their adoption as an alternative to traditional textbooks within the classroom setting. Smartphone has the capacity to expand the scope of learning beyond the limitations imposed by conventional class hours. Students have the opportunity to enhance their language learning experience by utilizing the time they spend waiting for transportation, taking breaks, or commuting. The provision of flexibility in learning enables learners to have agency in determining the speed at which they acquire knowledge, thereby cultivating a feeling of self-governance and responsibility for their educational journey. Mobile devices, such as smartphones and tablets, provide a significant level of convenience due to their ability to be downloaded from any location with an internet connection, regardless of the time. This obviates the necessity for students to transport...
cumbersome textbooks and enables them to commence their learning promptly. (Kusmaryani, 2022).

The second use is to access online dictionary. Students preferred to use dictionary from their smartphone than printed dictionary. This is not far from the results obtained by (Desnaranti et al., 2022) who reports that both printed and digital dictionaries are widely used by the students, but digital dictionaries being preferred by adult learners in particular. The students shared their experiences with dictionary apps, which provide rapid and detailed explanations for unfamiliar language. Students may comprehend complex phrases using the touchscreen interface of their smartphones, eliminating the need for bulky paper dictionaries or lengthy manual enquiries. Similarly, the findings by (Nalliveettil & Alenazi, 2016) reveal that 86% of the students in their classes use translating software, available on the mobile phones, to understand English words and sentences.

Next, our study emphasizes the growing significance of smartphones as tools for fostering educational engagement such as participating in synchronous and asynchronous classes, joining interactive games and quizzes. The reliance of students on smartphones for the purpose of convenience and accessibility in engaging with classroom activities is readily apparent. Currently, the use of technology in the English language classroom should be considered in order to increase student motivation and interaction (Licorish et al., 2018; Santosa, 2017; Wang & Lieberoth, 2016). The utilization of language games and quizzes has undergone a transformation from conventional classroom materials to interactive digital platforms. As (Prayudha, 2023) stated that students generally enjoy courses that involve learning activities, particularly when the application utilized offers a diverse range of captivating games that can effectively enhance the learning environment and foster renewed enthusiasm. By utilizing smartphone applications and platforms, students have the opportunity to engage in a wide range of language-based challenges, which serve to assess their proficiency in areas such as knowledge, vocabulary, and comprehension. These challenges are designed to be both enjoyable and meaningful, allowing students to enhance their language skills in an interactive and purposeful manner. Moreover, the participants in previous study by (Licorish et al., 2018) indicated that the utilisation of Kahoot! facilitated increased levels of interactivity and engagement during lectures. This was accomplished through many methods, such as the active engagement of participants in responding to inquiries, partaking in quizzes, and participating in discussions that were initiated through the use of Kahoot! The mobile device of choice for this interaction was mostly the smartphone.

Fourth, in the context of our research, it is evident that students utilized smartphones as communication tools for seamless interaction within groups, with peers, and with the instructor. Messaging applications have emerged as a primary means of facilitating student communication. Participants remarked that these applications allowed them to discuss project concepts, delegate duties, and swiftly resolve problems within their respective groups. Additionally, the establishment of group conversations, made possible by applications such as WhatsApp, played a crucial role in fostering the exchange of ideas and resources among peers. In addition, the use of video conferencing platforms such as Zoom and Google Meet enabled students to participate in face-to-face virtual meetings, thereby augmenting the dynamics of collaborative work. The incorporation of voice messaging enhanced the lucidity of communication, enabling students to articulate their thoughts and generate effective project ideas. These results demonstrate the applicability and effectiveness of smartphone-based communication tools for facilitating collaboration and interaction in project-based classes. All those smartphone usage was in line with (Salehadin
et al., 2022) that found online learning with smartphone has a positive and significant impact on teacher-student interactions in the classroom.

The last smartphone usage is for content creation. Students discovered that recording interviews on their devices significantly eased the entire process, thereby enhancing their research efforts. The user-friendly interface of smartphone cameras allowed for simple operation, enabling students to capture spontaneous and pivotal moments seamlessly. In addition, the high-quality cameras on these devices were instrumental in producing visually enticing content, both in terms of photographs for presentations and videos of interviews that appeared professional. Students discovered the necessity of using their smartphones to record audio separately, notably in crowded or noisy environments, in addition to capturing video footage. This dual-device approach enabled them to ensure the intelligibility and quality of recorded voices, a crucial aspect of preserving the interviews' veracity. This finding supports the previous study by (Huang, 2021) indicating that the students expressed favourable feelings towards the acquisition of digital media creation abilities facilitated by the utilization of smartphones.

During each phase of PjBL, students consistently utilized smartphones for a variety of beneficial and diverse objectives, in accordance with the PjBL structure that (Bell, 2010) and (Mergendoller et al., 2006) established. During the project planning stage, these devices functioned as multifunctional language learning resources, granting users access to interactive instructional sessions. During the phase of project launch, smartphones were predominantly utilized as online dictionaries, which were favored due to their concise explanations and user-friendly interfaces, which was consistent with the prevailing trend that favored digital dictionaries. Throughout the guided inquiry phase, these multifunctional devices remained crucial, promoting student involvement in learning through interactive games, quizzes, and synchronous and asynchronous classes. During the phase of presenting the final product, smartphones emerged as essential instruments for ensuring smooth communication among student groups. Furthermore, smartphones played a crucial role in content creation, particularly in the context of interview recording, owing to their intuitive interfaces and superior recording functionalities that guaranteed the integrity and precision of visual and auditory materials. Fundamentally, smartphones have consistently enhanced the educational experience throughout all phases of PjBL, exemplifying their multifaceted function as essential instruments.

The excessive reliance of students on their devices during the interview process raises significant issues. (Anshari et al., 2017) have discussed the potential distraction that smartphones pose in a learning environment. This is consistent with the findings of our study, which indicate that students who are engaged in perusing their predetermined interview questions on their electronic devices may inadvertently lose interest in the interviewee's responses. The use of smartphones during interviews may influence how students interact with interviewees and the nature of their discourse. Students may prioritize the administration of their scripted questions over genuine engagement with the interviewee if they use their smartphones to read interview questions in our context. This could result in a conversation that is somewhat artificial and controlled, as students endeavor to maintain a certain impression or adhere to a predetermined script, deviating from the spontaneous and organic nature of natural conversation. The excessive dependence of students on smartphones for reading interview questions hinders the ability to engage in spontaneous and organic discourse, hence impeding the natural flow of dialogue. Rather than actively and naturally interacting with the interviewee's answers, students may find themselves fascinated with the predetermined questions displayed on
their electronic devices. (Anshari et al., 2017) states that smartphones may cause students to devote more attention to the 'tools' than to their classmates or teachers.

The discourse highlights the critical significance of smartphones in augmenting language acquisition in PjBL. In addition to being transformative teaching tools, they facilitate seamless communication and collaboration, promote engagement through the use of gamification, and grant access to a wide range of resources. Despite this, it is essential to adopt a balanced approach to smartphone usage in order to account for potential distractions. This nuanced viewpoint underscores the importance of optimising advantages while reducing interruptions, thereby guaranteeing their favourable impact on language acquisition within the ever-changing framework of PjBL.

CONCLUSION
In this study, we investigated the multidimensional role of smartphones in project-based online speaking classes, revealing how they evolved into useful teaching tools. Our findings highlight how smartphones enable seamless communication, improve content production with cameras and audio recording, and provide access to language resources and interactive challenges. However, it is critical to recognize potential drawbacks, such as over reliance to smartphones.

Drawing upon the findings of this study, several practical recommendations emerge for teachers and institutions looking to use smartphones in project-based online speaking lessons. To begin, teachers should create clear guidelines for responsible smartphone use during class activities. Second, teachers can look into incorporating smartphone-compatible apps and platforms into their teaching materials, which will improve the interactive and collaborative features of project-based learning. Furthermore, schools may consider providing training or workshops for both teachers and students to ensure that they are adept in efficiently exploiting smartphone technology. Finally, continual study is required to track the evolving importance of cellphones in education and adapt pedagogical techniques as needed. Despite the study's benefits, its dependence on self-reported student data shows potential bias, underlining the need for future research that combines qualitative and quantitative methodologies to provide a more thorough picture of the influence of smartphones on education.

REFERENCES


